

Estimated Fiscal Impact of Bill # HB 264 Date January 27, 2009

Short Title Educator Evaluation Amendments

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Short Form

Use only when there is no appropriation needed for state agencies, and no fiscal impact on state revenues, local governments, businesses, or individuals.

If the bill looks like it should have a fiscal note, explain why it does not. For example, a bill might put into code something that is already current practice.

Attachments welcome.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | State agencies will not require an appropriation to implement the bill. |
| <input type="checkbox"/> | There is no fiscal impact on local governments. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on businesses |
| <input checked="" type="checkbox"/> | There is no fiscal impact on individuals. |
| <input checked="" type="checkbox"/> | The bill will not affect revenues. |

Explain why this bill has no fiscal impact.

A. What parts of the bill cause fiscal impact?

Cite specific sections or line numbers.

lines 79-86, line 114, lines 125-144, lines 175-176

B. Which program gets the appropriation?

(Approp. Unit Code)

(To appropriate to an additional program use an additional form.) This is ____ of ____.

C. Work Notes: Assumptions, calculations & what are we buying?

Assume that a legislator calls you in to explain how you came up with your fiscal impact and these are the only notes you get to take with you.

List all costs. Identify one-time and ongoing costs. Detail FTE impacts.

Do not say, "\$50,000 in Current Expense." Be very specific about what \$50,000 will buy.

Attachments encouraged.

Lines 79-86 and lines 125-144 directs local school boards to develop an educator evaluation program. This may require additional resources to develop such a program as outlined in the bill.

Line 114 requires that student achievement data be used as a component in evaluating educators. Using such data may impose costs on LEAs to acquire and evaluate this data in a meaningful way. Some teachers do not have a standardized test associated with the courses they teach so student achievement data is not readily available for them.

One option to get the student achievement data needed to evaluate teachers would be to use a software program such as SAS (<http://www.sas.com/govedu/edu/>). It is estimated that creating the necessary evaluation software would cost \$4.00 per student. Utah has a projected enrollment for 2009 of 564,507 students. This would result in a cost of \$2,258,028.

Lines 175-176 says that a mentor teacher may receive compensation for their services. This will require additional resources if the local board chooses to

compensate them.

Fiscal Impact Tables

Current Budget Year
FY 2009

Coming Budget Year
FY 2010

Future Budget Year
FY 2011

D. If this is a revenue bill, show impacts here. (Select funds from drop-down menu.)

Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

E. Show Costs to Implement the Bill by Fund (Select funds from drop-down menu.)

Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

F. Show Costs to Implement the Bill by Expense Category.

Personal Services			
Travel			
Current Expense			
DP Current Expense			
DP Capital Outlay			
Capital Outlay			
Other/Pass Thru			
Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

G. How will the bill impact local governments?

Your estimate of the bill's impact
on local governments.

Attachments welcome.

H. How will the bill impact businesses?

Your estimate of the bill's impact
on businesses.

Attachments welcome.

I. How will the bill impact individuals?

Your estimate of the bill's impact
on individuals.

Attachments welcome.

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.

7/21/11 00:00